

Ag in Motion

A Senior Project

Agricultural Education and Communication Department
California Polytechnic State University

By

Michaela Stone

Annelise Jensch

Kerri Bermudez

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Abstract

The purpose of this project was to gauge the interest levels of *Ag in Motion* for the Central Coast. Positive feedback would allow the project to continue on after this project is finished. *Ag in Motion* is an important asset to middle school aged children because they have the opportunity to learn about agriculture and it's value. This is especially important considering California is number one producer of agricultural commodities in the United States.

The Central Coast is defined as these three counties: Monterey County, San Luis Obispo County, and Santa Barbara County. An online survey was developed and sent out via email to the 7th and 8th grade teachers within the three counties. It has been concluded that all of the feedback received was positive. It is time for future students to take the next steps to bring *Ag in Motion* to the Central Coast.

Acknowledgements

Michaela, Kerri, and Annelise would like to acknowledge the hard work and dedication of Dr. Robert Flores. He was the guiding force of this project and the three of us greatly appreciate all of his efforts. This project would not have been as successful as it was without his involvement and guidance.

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Chapter 1

Introduction

Although living in California, agriculture's number one state, there is little education for agriculture in the classroom for middle school aged students. In Stanislaus County, California, a board of directors came together and created *Ag in Motion*. *Ag in Motion* is a mobile classroom that visits 7th and 8th grade students across Stanislaus County. Seating 40 students at a time, the lab includes experiments coincide with the agriculture industry. With great reviews, a busy schedule, and with touching the minds of over 8,000 students, the creators of *Ag in Motion* would like investigation done into the middle school aged students on the central coast of California. Agriculture is found all over the central coast. With a rising awareness of where food comes from, there could be an interest for *Ag in Motion* to enter the three counties that make up the central coast. *Ag in Motion* can introduce the middle school aged students of the central coast to the agriculture industry around them.

Statement of the Problem

Currently there is a lack of agricultural education on the central coast. One reason behind this is the high cost of education. The central coast needs an affordable way to teach agriculture to all middle school students. With a mobile classroom, the central coast as a whole can be more educated about the importance and issues in agriculture. Another issue is the lack of interest and excitement. Many people do not understand the need for agriculture education if they have not experienced it firsthand.

Importance of the Project

The importance of this project is to heighten the level of interest for *Ag in Motion* and agricultural education for the school districts and the donors on the central coast of California. This project will introduce the idea of educating middle school aged students about agriculture with no cost to them or their school districts whatsoever. The students benefit by furthering their education and gaining knowledge about the agricultural industry around them. This project will also benefit the donors by contributing to a non-profit educational organization that aims specifically to educate about agriculture.

Purpose of the Project

The purpose of this senior project is to start the process of implementing *Ag in Motion* in the Central Coast. Eventually the goal is to have *Ag in Motion* active in San Luis Obispo County, Monterey County, and Santa Barbara County. In the meantime, a survey will be made to gauge the interest levels in these three counties. The surveys will be given to superintendents of the three counties, various students, and different teachers across the area. If the interest level is sufficient, the *Ag in Motion* project will continue to develop. By the end of this project, data will be collected on interest levels in the three different counties and an answer to whether or not this project is feasible.

Objectives of the Project

The objective of this project is to educate the future generation about the world's largest industry by having a mobile classroom on the Central Coast. In order to do this these steps need to be accomplished:

- Identify the number of public and private schools on the Central Coast

- Identify the number of districts within each county
- Identify how many students are in each school
- Randomly select schools to be surveyed
- Develop an interest survey
- Administer the survey
- Compile the results
- Hold a meeting for potential interested individuals

Definitions of Important Terms

Ag in Motion- is a 53-foot-long trailer that was turned into a mobile agricultural science laboratory classroom. It was created to allow 40 students at a time participate in hands-on, standards based science labs without leaving their school site. (Ag Science Center)

Central Coast- is an area in California, United States that encompasses Monterey County, San Luis Obispo County, and Santa Barbara.

Mobile Classroom- a tractor trailer, with the look and shine of a NASCAR hauler that has a complete laboratory classroom inside, and is driven to different middle schools. (Ag Science Center)

Middle School- 7th and 8th grade schools.

Summary

Ag in Motion is a great opportunity for the middle-school aged students of the Central Coast to gain more knowledge about agriculture. With the original board of director as our resource, our project will look into the level of interest and feasibility of *Ag in Motion* on the Central Coast. This project will try to show the Central Coast school districts why it is important

to educate their students about agriculture, especially the students that have little to know background with agriculture at all. Our marketing plan will help show why *Ag in Motion* is beneficial to the middle-school aged students on the Central Coast and our survey will help provide us with the information we need to determine whether or not there is an adequate amount of feasibility and level of interest in *Ag in Motion*. It is important that these students, as the future generation, understand how important agriculture is not only to the world but to the large state of California. *Ag in Motion* is a fun way to capture these students attention and learn more about the agricultural industry.

Chapter Two

Review of Literature

This chapter looks into California as the number one agricultural industry, the demographics in schools in San Luis Obispo County, Monterey County, and Santa Barbara County. The possible resources for this project are also defined and the credibility of the Association of Science –Technology Centers is established.

California Agricultural Industry as Number One

California is number one in agriculture representing 11.3 percent of the entire United States agricultural industry for the year of 2012 (California Department of Food and Agriculture). California is number one in regard to cash receipts in agriculture, producing \$44.7 billion for the industry of which is \$12.8 billion more than Iowa, the state at number two (California Department of Food and Agriculture).

A major component is the dairy industry; production has been down yet California is the top dairy producing state representing 21 percent of the dairy produced in the United States (California Department of Food and Agriculture). However, there are many other commodities in which has seen increases in cash receipts. In the year 2012, olives saw a notably large 149 percent increase in total cash receipts compared to the year 2011 (National Agriculture Statistic Service).

With over 400 different commodities to offer, California helps provide the nation with fruits, nuts, vegetables, dairy, livestock, and floricultural plants. There are several crops the United States consumers buy that are solely grown in California, some these include grapes,

walnuts, kiwi fruit, artichokes, almonds, and olives (California Department of Food and Agriculture). With “over a third of the country’s vegetables and nearly two-thirds of the country’s fruit and nuts (National Agriculture Statistic Service)” being from California, this is why California leads the United States in cash farm receipts.

Demographics of the Central Coast

California is one of the most population dense states in the United States consisting of 38,332,521 citizens with 155,779.22 square miles (U.S Census Bureau 2013). Within California there are 4 main land regions: mountain region, coastal region, valley region, and the desert region. These areas contain 58 counties. The coastal region consists of 3 counties, Monterey County, San Luis Obispo County, and Santa Barbara County.

Monterey County has an estimated population of 426,762 and 3,280.60 square miles (U.S. Census Bureau 2012). There are 126.5 persons per square mile (U.S. Census Bureau 2010).

San Luis Obispo County has an estimated population of 274,804 and 3,298.57 square miles (U.S. Census Bureau 2012). There are 81.7 persons per square mile (U.S Census Bureau 2010).

Santa Barbara County has an estimated population of 431,249 and 2,735.09 square miles (U.S. Census Bureau 2012). There are 155 persons per square miles (U.S. Census Bureau 2010).

Number of Middle Schools in the Central Coast

Monterey County

Monterey County is 3,280.60 square miles (U.S. Census Bureau 2013). Throughout this area there are 73,460 total students enrolled from kindergarten to high school (California

Department of Education 2013). Monterey County consists of 24 school districts and in that there are 134 schools ranging in different sizes and grade levels (Monterey County Office of Education 2013). Within the Monterey County there are 25 schools that educate 16,074 students between 6th and 8th grade (Monterey County Office of Education 2013). The largest of the school districts is Salinas Union High with 13,879, then Monterey Peninsula Unified with 10,730, and then Alisal Union with 8,748.

Monterey County is ranked 43rd of 58 of the most diverse counties in California (N.Y. Times 2012). Of the 73,460 total students, 76% are Hispanic, 15% are White, 2% are Filipino, and the remaining 7% include American Indian, Asian, Pacific Islander, and African America (California Department of Education 2013).

San Luis Obispo County

San Luis Obispo County is 3,298.57 square miles (U.S. Census Bureau, 2012). Within this area there were 34,654 students enrolled in kindergarten through high school, in 80 different public schools throughout San Luis Obispo County. These numbers reflect data collected during the 2012-2013 school years (Crocker, 2013). Within the county there are ten different school districts ranging in size. The biggest School District is Lucia Mar Unified with 10,565 students. Pleasant Valley Joint Union School District has 126 students in kindergarten through eighth grade. Of the 34,654 students in the San Luis Obispo County, 7,608 of these students are in 6th, 7th, and 8th grade. This information is shown on Figure 1. Figure 1 shows each of the ten school districts and breaks down how many students in each district by grade and gender (San Luis Obispo County schools annual education report, 2013).

San Luis Obispo County is considered less ethnically diverse than state of California. 45% of students within San Luis Obispo County are considered non-white. 36% of students in the country are Hispanic. Figure 2 shows this information on a pie chart and compares the demographics of students in San Luis Obispo County to the state of California (San Luis Obispo County schools annual education report, 2013).

Santa Barbara County

Santa Barbara County is 2735.09 square-miles (United States Census Bureau 2012). There are 100 public schools that lie within Santa Barbara County's 20 school districts (Santa Barbara County Education Office). Similar to San Luis Obispo County, Santa Barbara County also has many school districts in varying sizes. The largest school district was Santa Barbara Unified School District with an enrollment of 15,484 students ranging from kindergarten through 12th grade (Santa Barbara County Annual Pupil Enrollment Report). The smallest school district was Vista Del Mar Union at the elementary level with 102 total student enrollment (Santa Barbara County Annual Pupil Enrollment Report).

Amongst the 20 school districts, there were 66,868 students enrolled for the year of 2012 (Santa Barbara County Annual Pupil Enrollment Report). Of these total students enrolled, 14,664 students were in the 6th, 7th, and 8th grade (Santa Barbara County Annual Pupil Enrollment Report). Broken down by grade there were 4,833 6th grade students, 4,993 7th grader students, and 4,838 8th grade students.

Ethnically, the majority in Santa Barbara County students are of Hispanic origin. Hispanics represent 66 percent of the county's school enrollment and the next largest group is White (not Hispanic), representing 25.92 percent of the county's enrollment (Santa Barbara

County Annual Pupil Enrollment Report). The other 8 percent of the enrollment accounts for African American, Alaskan Native, American Indian, Asian, Filipino, Pacific Islander, and No Response (Santa Barbara County Annual Pupil Enrollment Report).

Resources

Mobile Classrooms

Mobile classrooms are becoming an increasingly popular because the advance of technology. This type of learning environment is great because it can be used indoors or outdoors, used for individual or group learning, can be catered to any age group, and incorporates new technology. Three important elements are needed. These include the mobile learning device, communication infrastructure, and a learning activity model. The mobile learning device can be any form of technology that is light and easy to transport. Examples include an iPad, smartphone, or laptop. The communication infrastructure delivers the mobile learning device with information and applicable data basis (Chang and Sheu and Chan, 2003).

Another study done by the Southern Cross University mobile learning and research facility, shows that mobile classrooms support learning in remote locations. The head of this research project, professor Lain Graham, also said mobile classrooms “lead to greater opportunities for Indigenous students living in these areas”. This study was specifically designed for teaching health simulation, however the conclusions can apply to any field of study. This mobile classroom takes place in a facility housed in a semi-trailer. Mobile classrooms can be used for lower or higher education (Mobile Classroom, 2011).

Transportation

For transportation, the *Ag in Motion* trailer is pulled by a voluntary truck driver. All volunteer truck drivers are local to the county of which their time and services are implemented in hauling the trailer to each school site. Essentially, hiring a driver for the trailer would create a salary position to be paid for by donation to *Ag in Motion*. Most drivers are paid by the mile or of by the size of the load of which they are hauling. However, these volunteer drivers help to reserve the funds for the teacher and the lab/trailer upkeep so that the students are taught with the proper materials.

Since the trailer is endorsed and funded for, each driver must have a Commercial Class A license considering the 53ft long trailer will weigh between 10,000 and 25,000 lbs. According to the California Department of Motor Vehicles (CA DMV), there are two types of commercial licenses available: Commercial Class A and Commercial Class B. A Commercial Class B license is limited to vehicles under 10,000 lbs and any vehicle a basic Class C licensed driver can haul. The CA DMV states in their handbook, a Commercial Class A licensed driver can drive any legal combination of vehicles and tow “any single vehicle with a Gross Vehicle Weight Rating of more than 10,000 lbs., any trailer bus, with endorsement OR more than one vehicle, with endorsement, and any vehicles under Classes B and C.”

Funds

State and national funding is not used for supplementary material in California schools. Any non-circular material needs to have outside funding, and will not be subsidized by the government. An example of supplementary learning material is *Ag in Motion*; hence there is no government funding for this program.

Ag in Motion has successfully been teaching youth because all of the donation it has received. All of the funding for the mobile classroom has come from private investors in the agriculture community throughout California. The amount of money from donors ranges from 1,000 to 250,000 dollars for different aspects of the program, and the upkeep of the truck and trailer. The largest donors were: Braden Farms, DiMare Company, Mary Stuart Rogers Foundation, Perez Farms-San Joaquin Tomato, and The Morning Star Company. All donors assisted in the startup of the mobile classroom.

The initial cost of the modified truck and trailer was \$250,000 and a recurring cost of 100,000 every year for the teacher's salary and operation cost (Michele Laverty). Private donations cover all of the fees and then some.

Association of Science Center

Founded in 1973, Association of Science- Technology Centers (ASTC) is a non-profit organization devoted to educating the public. They promote public engagement in the field of science. This organization is recognized in 40 countries and have over 600 members. This institution was designed for people of all ages and backgrounds to come ask questions and experience and informal way of learning (Association of Science- Technology Centers, 2014).

Chapter 3

Methods and Materials

In order to start the process of implementing an *Ag in Motion* on the central coast, interest levels among educators in the area must be determined. This included finding every public middle school in Monterey, San Luis Obispo, and Santa Barbara County. Teachers could then be contacted to see if there is any real interest in this project. *Ag in Motion* isn't a "go" until everyone is on board.

Identify Schools

First, all public schools that taught 7th and 8th grade students in Monterey County, San Luis Obispo County, and Santa Barbara County were selected and put into an Excel Document. From there, each school had the number of 7th and 8th graders that attended that school in 2011. This data could then be used to look at the different sizes of each school.

Next, the middle schools from all three counties were put in alphabetical order by school name. The reason for this was so the schools would have a number correlating to their name. Through a random number pool, 24 schools were selected and these were to be a part of the survey that will be developed. When a school was randomly selected then further contact information was researched and found about the school. The focus of the school's contact information included the principal of the selected school, the science department head, science teachers at the school, and the administration.

Developing a Survey

A survey was developed in order to be sent out to the 24 randomly selected schools. The survey was sent through SurveyMonkey. The survey was designed to see if there was any interest from the school's about *Ag in Motion* coming to their area. A total of 20 questions were developed, each one serving its own purpose. A paragraph describing *Ag in Motion* is included at the beginning of the survey. This is so principals, administration, and teachers have all the information they need to complete the survey.

Questions that were asked after the informative paragraph were specifically selected. These questions were to receive pertinent information about the head science teachers, administrators, or teacher's interest level in having *Ag in Motion* come to the Central Coast. See Appendix A for the complete list of survey questions asked.

Pilot Group

A pilot group was selected to give feedback regarding the survey question's clarity, readability, and importance. The pilot group consisted of professors in the Agriculture Science Department because of their familiarity of high school education and overall knowledge.

Overall the feedback from the Agriculture Science Education and Communication Department was very positive. The professors within the department selected their favorite questions, and re-worded some of the less popular questions. This step was crucial in being able to get the most out of the delivered survey.

Delivering the Survey

Delivering the survey took several steps. First, a cover letter was developed so it could be placed in the body of the email being sent out to the selected schools. The cover letter, or email body, described the following:

- What a mobile science lab is
- What *Ag in Motion* consists of
- The target audience
- *Ag in Motion* costs nothing to the schools
- A link to the survey

Then each email was individually addressed to each teacher before it was sent out. A deadline was provided so that feedback could be received in a timely manner.

Analyze and Concluding the Survey

The responses and feedback from the survey came back very positive. One hundred percent of the responses came back as interested in having *Ag in Motion* come to the central coast. The survey provided feedback that includes:

- The lengths of time each school would be willing to host the mobile lab
- Names of those interested in serving on an advisory committee
- Lesson plans that would be taught
- Size and scope of each school's science department
- Contact information for those who are interested in helping *Ag in Motion*

A complete list of survey responses can be found in Appendix B.

Chapter 4

Results and Discussion

Monterey County, Santa Barbara County, and San Luis Obispo County were chosen because they best represent the central coast. Throughout this project, 95 schools have been identified that teach 7th and 8th grade students. A survey was developed and distributed to determine average interest among schools.

District, Schools, Grades, and Number of Students

Monterey County was broken down into school districts, schools, and the number of students in 7th and 8th grades within the county. Every school, including public and private schools, were identified within each of the 21 school districts. From here, it was determined that 39 schools are in Monterey County. Throughout all the schools, it was determined there are 10,458 students total in 7th and 8th grades in Monterey County. This information is below shown in Table 1.

Table 1: Monterey County Schools

County	Number of Districts	Number of Schools	Number of 7th Grade Students	Number of 8th Grade Students	Total
Monterey	21	39	5321	5137	10,458

Next, San Luis Obispo County was broken down into school districts, schools, and the number of students in 7th and 8th grades within the county. Each and every school, including public and private schools, were identified within each of the 8 school districts. From here, it was determined 18 schools are in San Luis Obispo County. Throughout all the schools, it was determined there are 5,062 students total in 7th and 8th grade in San Luis Obispo County. This information is shown in Table 2.

Table 2: San Luis Obispo County Schools

County	Number of Districts	Number of Schools	Number of 7th Grade Students	Number of 8th Grade Students	Total
San Luis Obispo	8	18	2540	2582	5062

Santa Barbara County was broken down into school districts, schools, and the number of students in 7th and 8th grades within the county. Each and every school, including public and private schools, were identified within each of the 13 districts. From here, it was determined 30 schools are in Santa Barbara County. Throughout all the schools, it was determined there are 9,778 students total in 7th and 8th grades in Santa Barbara County. This information is shown in Table 3.

Table 3: Santa Barbara Schools

County	Number of Districts	Number of Schools	Number of 7th Grade Students	Number of 8th Grade Students	Total
Santa Barbara	13	30	4976	4802	9778

In summary, the three selected counties, Monterey County, San Luis Obispo County, and Santa Barbara County, were broken down into the number of school districts in their county. The number of schools were determined within the school districts. Then within each school, the number of seventh and eighth grade students was found and then totaled between the two grades. At random, 25 percent of the 87 total number of schools, were selected to be surveyed, resulting in a total of 22 schools surveyed. Table 4 includes a summary of all the information above.

Table 4: Summary of Monterey, San Luis Obispo, and Santa Barbra County Schools

County	Number of Districts	Number of Schools	Number of 7th Grade Students	Number of 8th Grade Students	Total
Monterey	21	39	5321	5137	10,458
San Luis Obispo	8	18	2540	2582	5062
Santa Barbara	13	30	4976	4802	9778
Total	42	87	12,837	12,521	25,298

Distributed Survey

A survey was developed and distributed to 22 schools that teach 7th and 8th grade students. Nine surveys were received out of the 22 that was sent out. The purpose of the survey was to determine interest of *Ag in Motion* coming to the central coast. Each questions was created so it was clear, concise, and had a point. Useful information was gathered based on every response.

Meeting with Michelle Lavery

A meeting with Michelle Lavery was scheduled for October 28, 2014 in order to wrap up the objectives of this project. Michelle received information regarding the progress of bringing *Ag in Motion* to the central coast. Those who attended include:

- Michelle Lavery
- Olivia Wenger
- Dr. Robert Flores
- Dr. Benjamin Swan
- Brook Bradshaw
- Kelly Dawkins
- Matt Clark
- Mukiee Melano
- Michaela Stone
- Annelise Jench
- Kerri Budmudez

In order to get people interested in attending the meeting, a meeting invitation was created. The meeting invitation can be seen in Appendix C. In order to keep the 60-minute meeting on track, a meeting agenda was created. The meeting agenda can be found in Appendix D.

Chapter 5

Conclusion and Recommendations

The purpose of this project was to create a survey for *Ag in Motion* that would gauge the interest levels of the three counties that make up the Central Coast. Not every randomly selected individual responded, but of those who did respond showed interest. It is concluded that there is great interest in bringing *Ag in Motion* to the central coast.

After the meeting with Michele Lavery, Olivia Wenger and the potential interested individuals in continuing the project, it has been concluded that there is a need for future senior projects and/or people to take on the next steps for the project to continue. The next important steps would be to identify the county or counties that will get involved with *Ag in Motion* and then to identify the key players for an Advisory Committee. The key player list should include people within the agricultural industry that are willing to help get the project up and running.

The meeting was very beneficial and was a good starting point for the future of *Ag in Motion* on the central coast.

Recommendations

For the people who would continue the process for *Ag in Motion* on the Central Coast, the authors recommend the following:

1. Keep in touch with the founder, Michelle Lavery.
2. Plan and organize a meeting with interested individuals from the survey. Interested individuals will help promote *Ag in Motion* and will be important contacts for their area in the future.

3. Develop the Advisory Committee. This could include Cal Poly faculty and Central Coast middle school teachers. The Advisory Committee will help advise the project and keep it on track so that *Ag in Motion* has the possibility to become a reality.
4. Find and develop a pilot school for *Ag in Motion*.

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Appendices

Appendix A

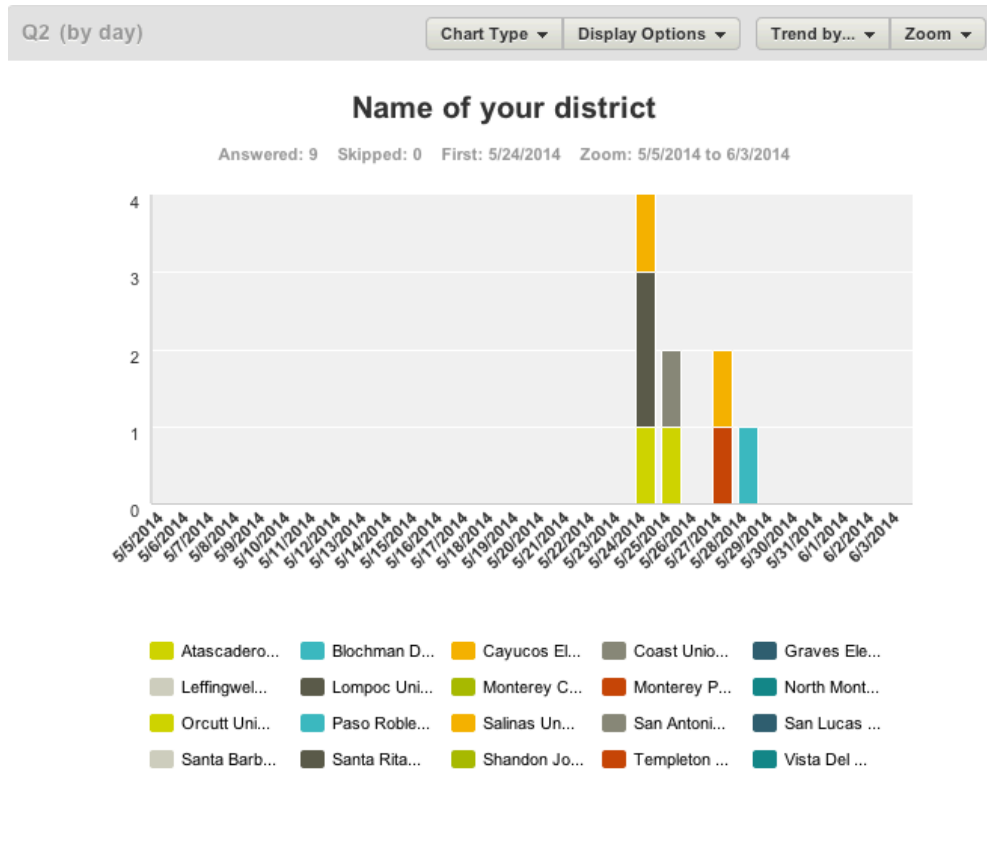
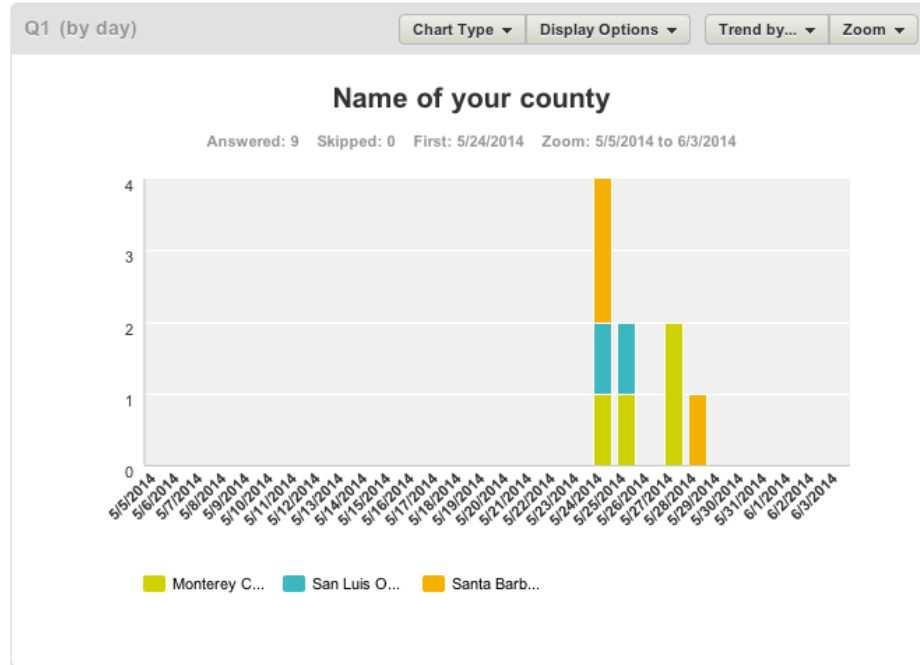
Survey Questions

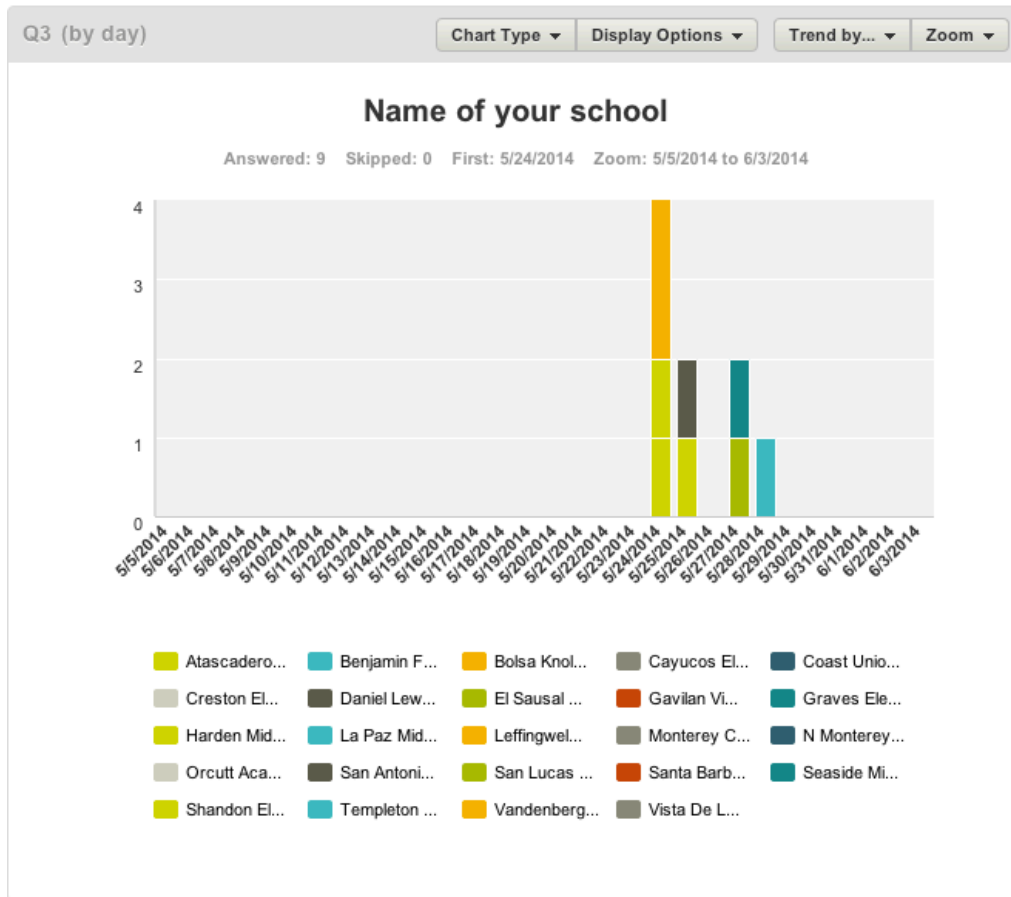
Questions

- #1 Name of your county
- #2 Name of your district
- #3 Name of your school
- #4 Please provide your name
- #5 Had you heard about Ag in Motion previously?
- #6 How familiar are you with mobile classrooms as described in the email?
- #7 How many science teachers do you have in your school?
- #8 What is the average (mean) number of students in each science class?
- #9 What is the average (mean) number of science related field trips your science department takes in a year?
- #10 Would you be interested in a mobile classroom being a part of our science instruction?
- #11 Are there agriculture topics taught in your science curriculum?
- #12 If a mobile agriculture science laboratory came to your campus would you want to incorporate the laboratories into your classroom? The laboratories within this mobile classroom would satisfy state standards in science.
- #13 Do you think your students would benefit from a mobile classroom of this nature?
- #14 If you would want this to be a part of your curriculum, how long would your school be able to host a 53 foot tractor trailer on or around your campus?
- #15 Which labs sounds the most interesting for your 7th grade class to participate in (omit if you don't teach this grade) You may choose more than one.
- #16 Which labs sounds the most interesting for our 8th grade class to participate in (omit if you don't teach this grade) You may choose more than one.
- #17 Would you be interested in serving on a committee that promotes agriculture in middle schools?
- #18 If yes, what group would you be able to represent if you served on this committee? (check all that apply)
- #19 If yes, please provide your email address.
- #20 Do you have any thoughts or comments to share that would better help a planning committee in furthering this project? All comments are welcome.

Appendix B

Survey Responses





Q4

Please provide your name

Data Trends do not apply to this question

Q5 (by day)

Chart Type ▾

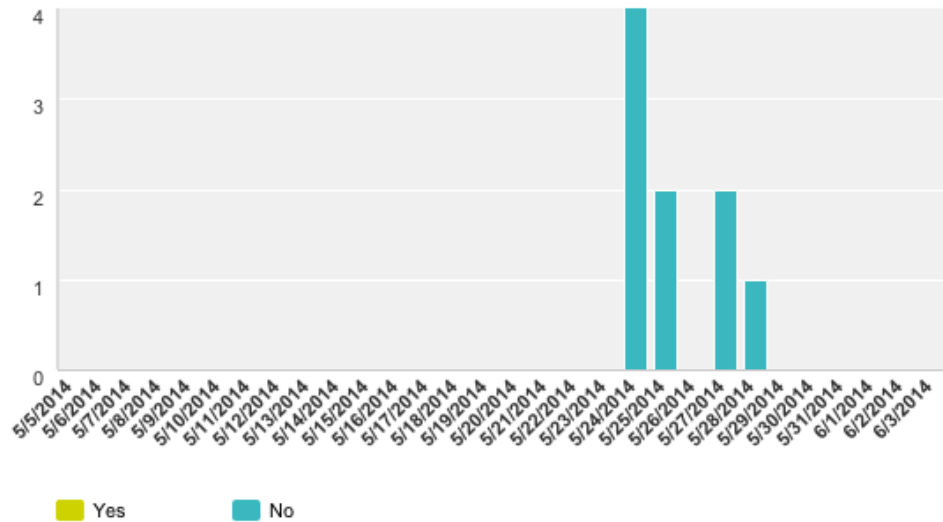
Display Options ▾

Trend by... ▾

Zoom ▾

Had you heard about Ag in Motion previously?

Answered: 9 Skipped: 0 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Q6 (by day)

Chart Type ▾

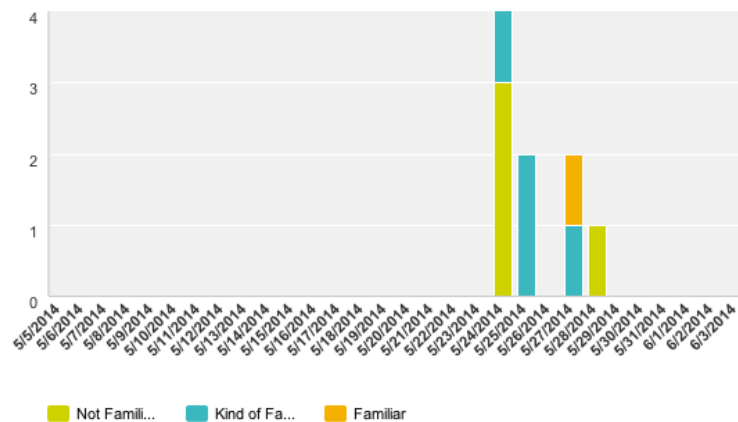
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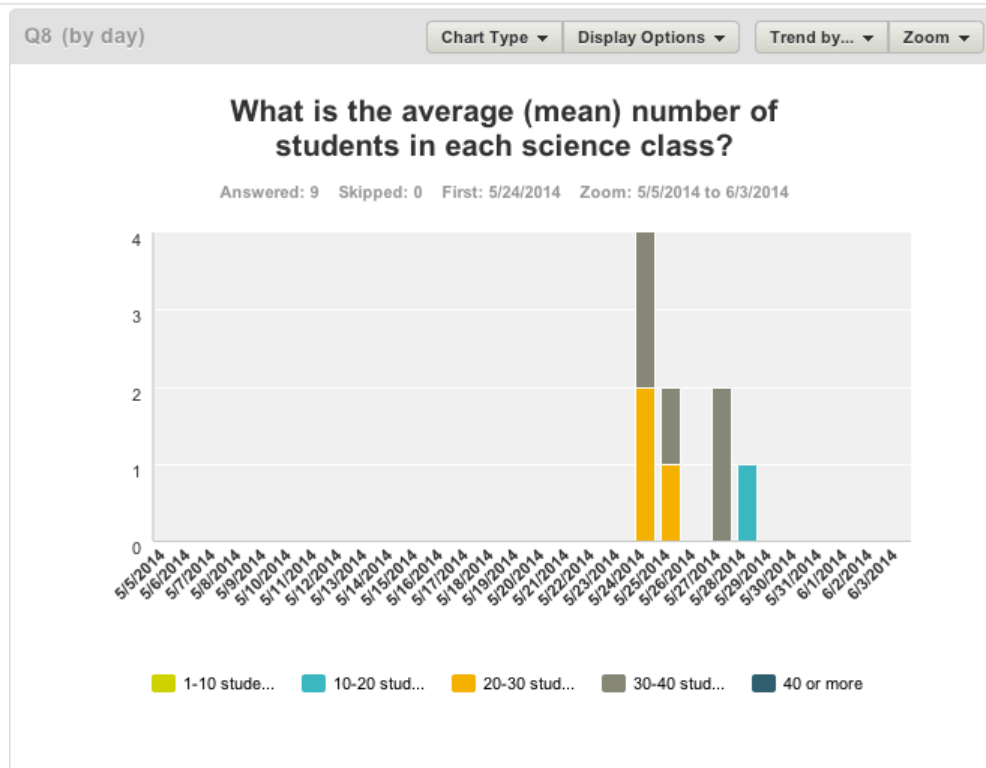
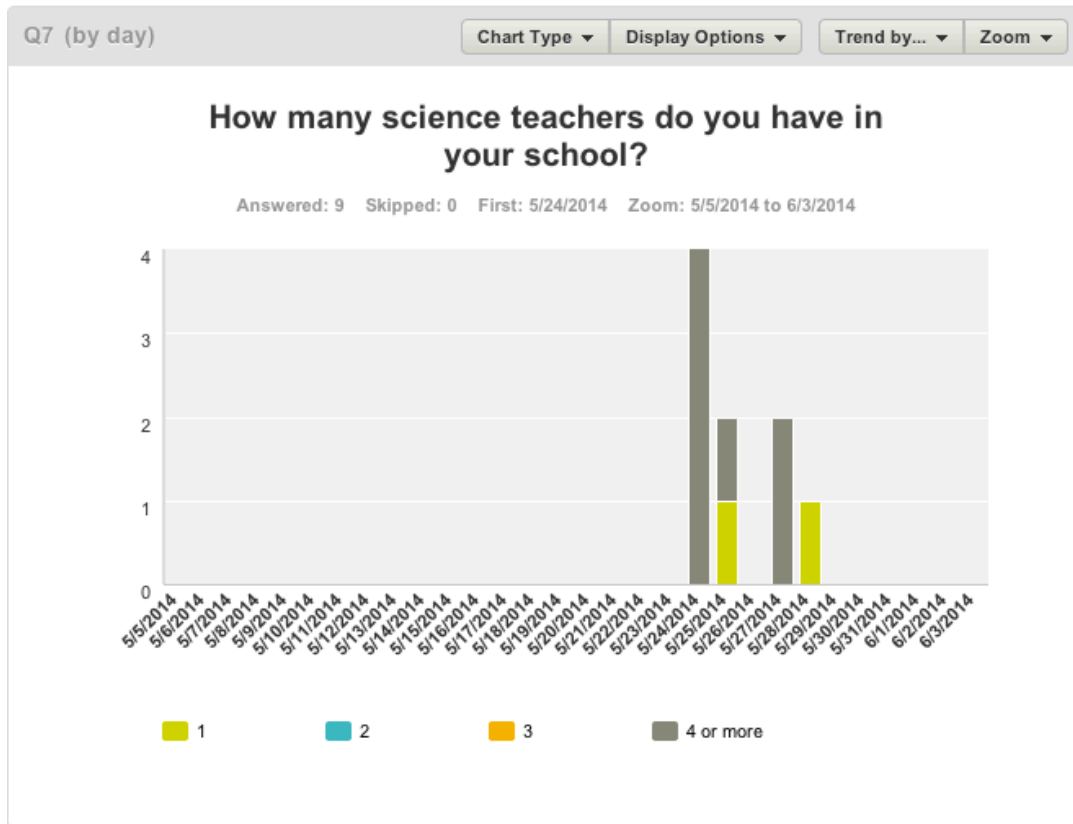
Trend by... ▾

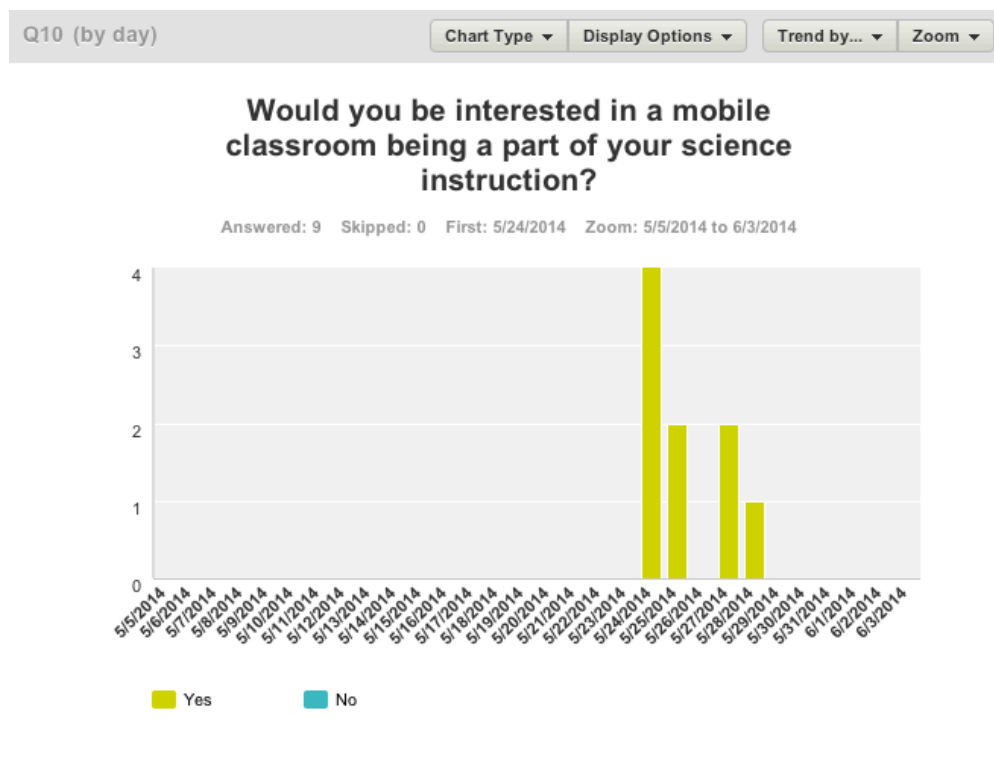
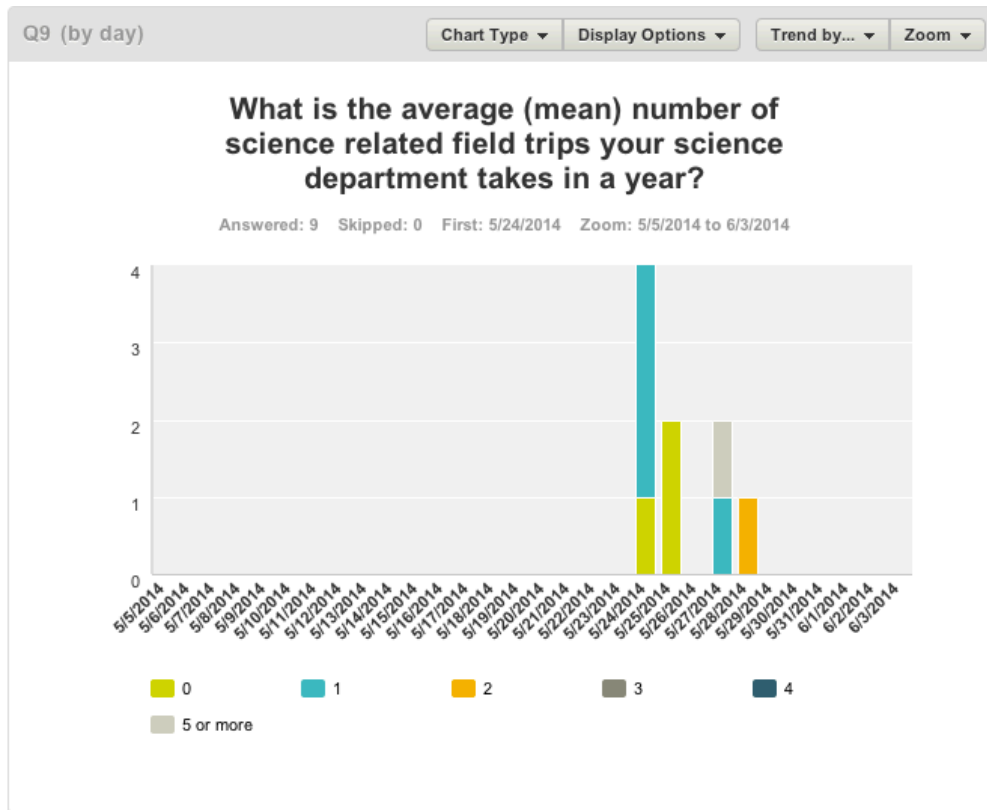
Zoom ▾

How familiar are you with mobile classrooms as described in the email?

Answered: 9 Skipped: 0 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014







Q11 (by day)

Chart Type ▾

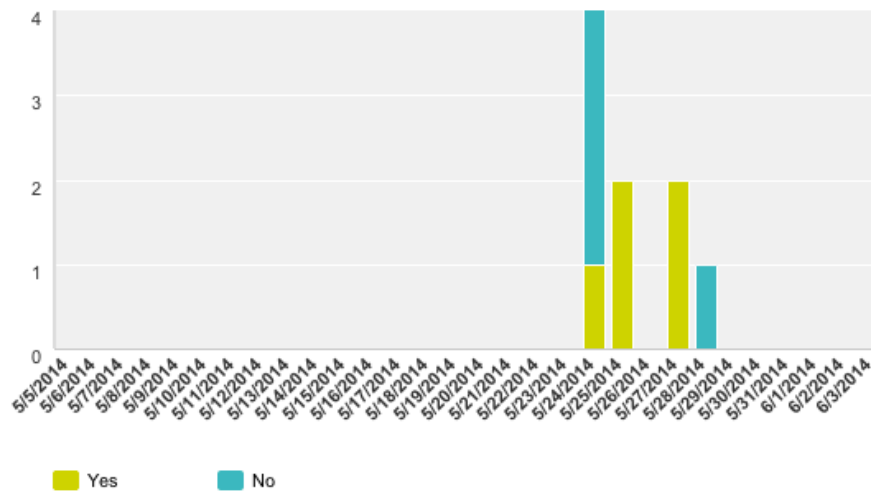
Display Options ▾

Trend by... ▾

Zoom ▾

Are there agriculture topics taught in your science curriculum?

Answered: 9 Skipped: 0 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Q12 (by day)

Chart Type ▾

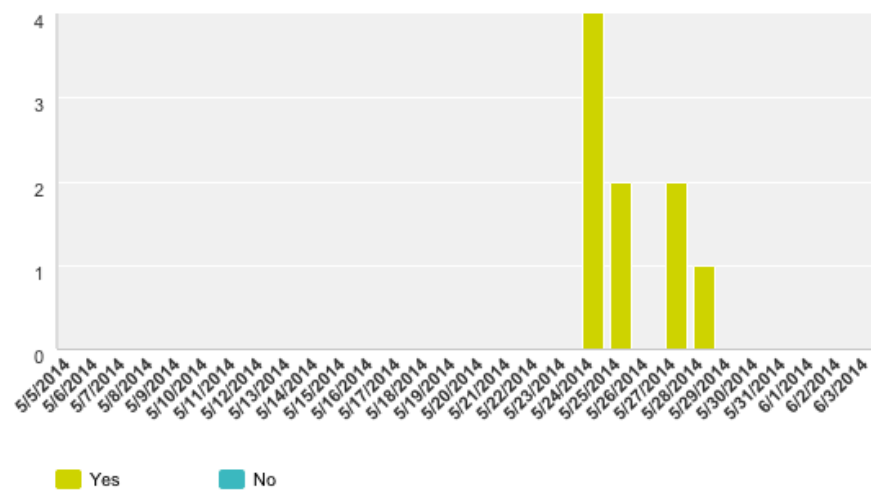
Display Options ▾

Trend by... ▾

Zoom ▾

If a mobile agriculture science laboratory came to your campus would you want to incorporate the laboratories into your classroom? The laboratories within this mobile classroom would satisfy state standards in science.

Answered: 9 Skipped: 0 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Q13 (by day)

Chart Type ▾

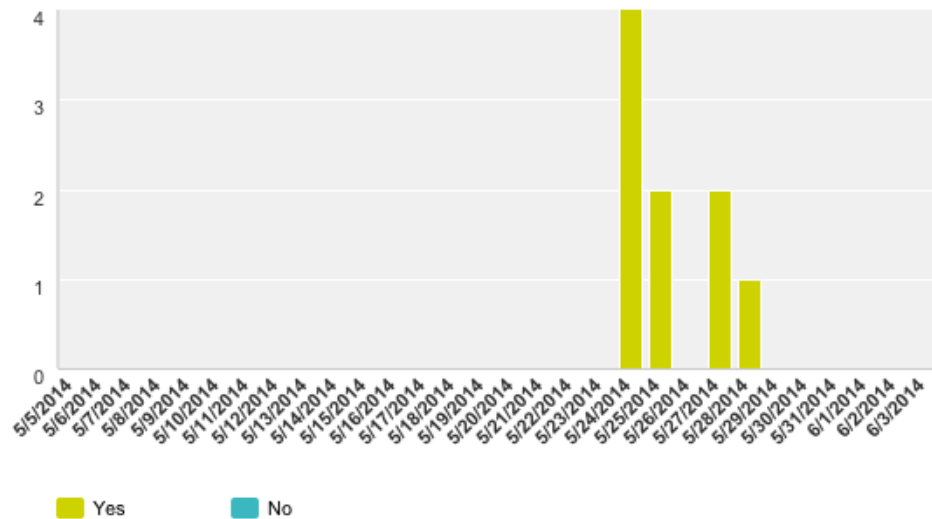
Display Options ▾

Trend by... ▾

Zoom ▾

Do you think your students would benefit from a mobile classroom of this nature?

Answered: 9 Skipped: 0 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Q14 (by day)

Chart Type ▾

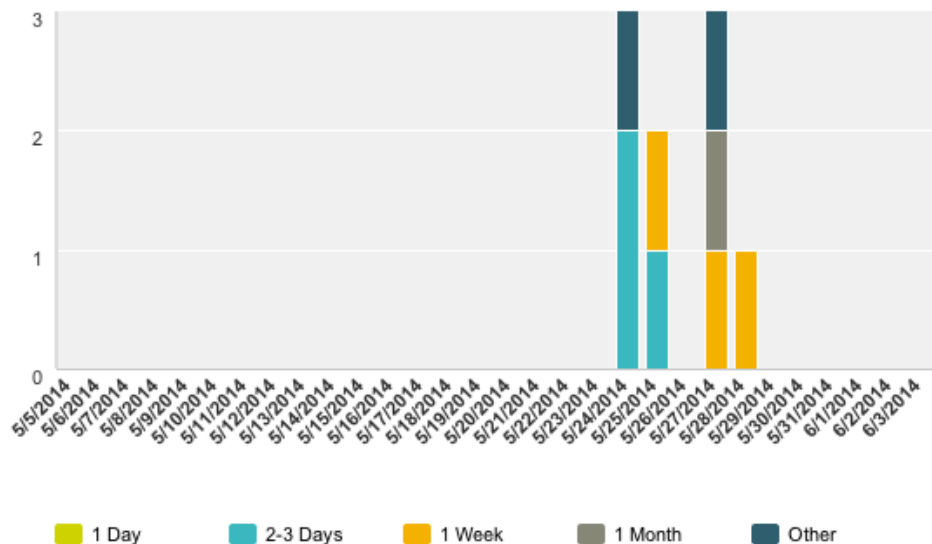
Display Options ▾

Trend by... ▾

Zoom ▾

If you would want this to be a part of your curriculum, how long would your school be able to host a 53 foot tractor trailer on or around your campus?

Answered: 8 Skipped: 1 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Q15 (by day)

Chart Type ▾

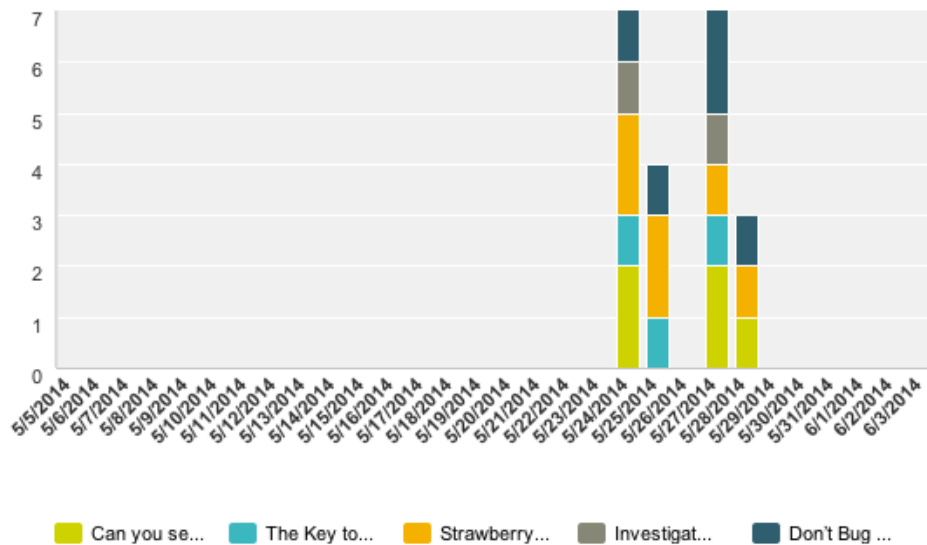
Display Options ▾

Trend by... ▾

Zoom ▾

Which labs sounds the most interesting for your 7th grade class to participate in (omit if you don't teach this grade) You may choose more than one.

Answered: 7 Skipped: 2 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Q16 (by day)

Chart Type ▾

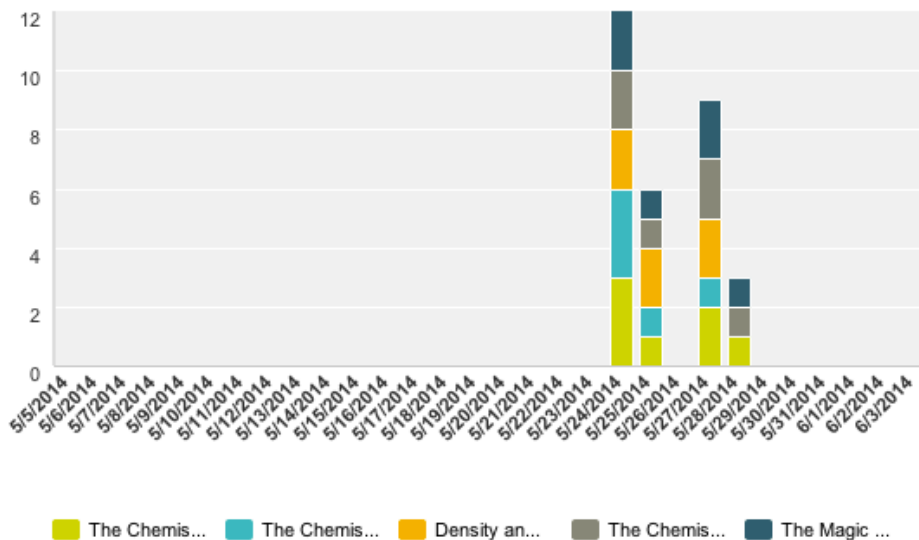
Display Options ▾

Trend by... ▾

Zoom ▾

Which labs sounds the most interesting for your 8th grade class to participate in (omit if you don't teach this grade) You may choose more than one.

Answered: 8 Skipped: 1 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Zoom ▼

Answered: 8 Skipped: 1 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Zoom ▼

Answered: 2 Skipped: 7 First: 5/24/2014 Zoom: 5/5/2014 to 6/3/2014



Q19

If yes, please provide your email address.

Data Trends do not apply to this question

Q20

Do you have any thoughts or comments to share that would better help a planning committee in furthering this project?All comments are welcome.

Data Trends do not apply to this question

Appendix C

Meeting Invitation

You're Invited

Please join us for a presentation about a mobile agriculture science laboratory on the Central Coast.

Where: Building 10 Room 241

When: Tuesday October 28th @ 10:00 am

Special Guests: Michele Laverty

Director of the National Ag Science Center
Olivia Wenger
Ag in Motion Board of Director

Hope to see you there,

Michaela Stone, Kerri Bermudez,
and Annelise Jensch

Appendix D
Meeting Agenda

Ag in Motion

Meeting Agenda

October 28, 2014
10:00-11:00 am, Room 10-241

Meeting Facilitators: Michaela Stone, Kerri Bermudez, and Annelise Jensch

Special Guests: Michele Laverty, Director of the National Ag Science Center

Olivia Wenger, Ag in Motion Board of Director

1. Introduction – Dr. Robert Flores
2. Ag In Motion, An Overview - Michele Laverty and Olivia Wenger
3. Interest in Mobile Ag Science Laboratory on the Central Coast - Michaela Stone, Kerri Bermudez, and Annelise Jensch
4. Possible Next Steps- Michele Laverty and Olivia Wenger
5. Open Discussion/Questions
6. Adjournment